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ABSTRACT

The first of the Occasional Papers issued by the Library Association of Alberta is a record of the papers delivered at the Association's Workshop on Library Management held in March 1969. The papers, both formal and informal, are presented as they were given. Titles of the papers are: (1) Management of Small College Libraries, (2) Management of Public and Regional Libraries, (3) Education for Library Management, (4) Librarian-Manager or Professional Manager? and (5) Management: A Personal Viewpoint. As part of the continuing education program of the Association, the Workshop was designed to provide administrators and educators the opportunity to share their experiences with representatives of every kind of managerial responsibility, in every size and type of library. A bibliography of management books published since 1960, biographies of the speakers and a list of Workshop participants follow the paper presentations. (NH)

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# LIBRARY MANAGEMENT

Papers Presented at a Workshop Sponsored by

The Library Association of Alberta

March 15, 1969

Red Deer, Alberta

Edited by

Gertrude C. Pomahac

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# FOREWORD

This is the first of the Occasional Papers issued by the Library Association of Alberta. It is a record of the papers delivered at the Association's Workshop on Library Management in March, 1969.

The papers were both formal and informal, some of the participants speaking from notes only. They are presented here as they were given, with the editor's changes kept to a minimum. Two omissions have been made: the introductory remarks which preceded each speaker, and the record of the discussion and question periods which followed the presentations. A brief biography of the speakers has been given at the end of the Proceedings.

Part of the Continuing Education program of the Association, the Workshop was designed to provide administrators and educators the opportunity to share their experiences with the representatives of every level of managerial responsibility, in every size and type of library.

Our thanks are extended to the speakers for their contributions; to the organizers, chief of whom was Peter Bassnett; to all those in attendance, for their lively participation in the discussion periods; and to Iain Bates, who as chairman kept a masterful control of the liveliness. To all of you, our gratitude is due for the success of the Workshop.

PROGRAM

Chairman - Iain Bates,
Medical Librarian,
University of Calgary, and
Secretary, Library Association of Alberta

9:00 a.m. Introduction

Peter Bassnett, President,
Library Association of Alberta.

9:10 a.m. Management of Small College Libraries

Aylmer E. Gloer, Librarian,
Southern Alberta Institute of Technology.

10:10 a.m. Coffee

10:30 a.m. Management of Public and Regional Libraries

William R. Bale, Librarian,
Parkland Regional Library.

11:30 a.m. Education for Library Management

Mrs. Gertrude C. Pomahac,
Administrative Assistant,
School of Library Science,
University of Alberta.

12:30 p.m. Lunch

2:00 p.m. Librarian-Manager or Professional Manager?

Peter Bassnett, Head,
Business, Science and Technology Department,
Calgary Public Library.

3:00 p.m. Coffee

3:20 p.m. Management: A Personal Viewpoint

Dr. T. MacCallum Walker,
Chief Librarian,
University of Calgary.

4:30 p.m. Discussion

# MANAGEMENT OF SMALL COLLEGE LIBRARIES

Aylmer E. Gloer

Reminiscing from my present position, my library staff has grown from 3 to 12 in two years. The experience has been worth every minute of it. Management under such conditions has been under review almost every step of the way. I have tried, quite intentionally, to avoid the traditional library approach to many problems, and since I found the library without a single sentence of written policy, and very little by way of valid procedures, I had the privilege of building the foundation for the future structure.

Indeed, I felt very free, and began with plans for a great many new procedures. These were my first thoughts; but the clerk who had been on staff longer than anyone else informed me of two things: first, that she had already trained two librarians for my job; and secondly, that the circulation system was all right the way it was; I was just not used to it!

Immediately, with only a staff of three, I was up against the major issues in management. First, a desire to produce: to make all library operations efficient and the library "tops". Secondly, my concern for the staff. The latter is the most difficult area in management, requiring the wisdom of Solomon. Thirdly, hierarchy of management. From that very first day in the library, having spent 3 days in orientation classes and having come that first morning from a briefing from my superiors on the specific do's and don'ts related directly to the library, I was very conscious of management; a consciousness apparently not shared by the clerk just quoted above. Hierarchy with respect to authority is certainly not evident today when we read of minority rights and the dissension around us but the hierarchy of organizational control is an absolute must for the on-going of any company business and this hierarchy must be recognized and respected. On the other hand, abuse of it will be tolerated less than at any other time in history.

The management of a library is not too different from that of a business. It may be that librarians have been tardy in recognizing this fact. The size of an organization will have a greater effect than the kind of business it is. Furthermore, libraries do not operate from the profit motive and even the perennial shortage of funds is not sufficient to alert us in the same way that it would in a business operation. At the outset there must be specific goals laid down for the existence of a hierarchy. Who should use authority? And how well? In plain English: you have to know where you are going and when you have to be there before you decide to take the step; and also, how many are going along for the ride and in what comfort. The concern for production does not revolve around overall cost of production; it must be considered from the standpoint of operational efficiency. As educational costs continue to spiral it becomes increasingly harder to justify the higher percentage of budget for college library use, yet most college libraries do not measure up to the present standards laid down for them.

With the tremendous explosion of knowledge libraries are faced with the increasingly difficult task of recall. At this point the computer enters the picture. In the area of the small college library the computer may not be practical for a time. But for most of the libraries faced with the fact of computerization, out of necessity a revolution in library

management is the order of the day. Work analysis and flow charts in areas of mechanical routines are an important part of the study. It may develop that, after the detailed study necessary for adapting routines to the computer, the resulting improved procedures will obviate the necessity for acquiring a computer. But such activities as book selection and reference services are difficult to measure or to place under normal processes of work study, and at this level the concern for people and proper motivations of them becomes of the utmost importance.

I am indebted to Robert R. Blake's and Jane S. Mouton's work The Managerial Grid for the terminology that I would like to use at this point.[1] Picture before you a huge graph or chart. Blake and Mouton view the concern for production as the horizontal line of the graph which is scaled from 1 to 9 along that line. They take the concern for staff as the vertical scale which has the same rating from 1 to 9. On the grid, so composed, could be placed any variations in management wherein emphasis is placed upon either of these two factors. In quoting the positions on this grid the horizonal scale, that is, the concern for production, is mentioned first. The first attempts to improve management in the early 20th century took the approach of concern for production only, (or so it seems to hear labour's side of it today). This would be marked on the managerial grid as a 9:1 ratio. The famed Hawthorn experiments of the Western Electric Co., dating from 1927 to 1932, proved that the influence of individual and group motivation improved production.[2] But the ideal as expressed on the grid would be 9:9, an equal concern for both people and productivity, that concern being at the highest level possible. I must confess that for me this latter is an ideal. With so many variables, not the least of which is the great range of human nature, a true 9:9 ratio is almost impossible. Moreover, in the event of a failure to achieve the perfect 9 on the human relations side coupled with a slackening of production, my own concern for production would forge ahead so that I must conclude my concern for production has a priority.

1:1, 1:9 and 9:1 assumes that incompatability exists between production requirements and the needs of staff. Many people today state that this is an error, and it is just at this point that I disagree. This may be a problem of semantics only, but the fact that incompatability is the usual result unless it is guarded against, points to the fact that some incompatability exists. The very fact that I am here today, speaking on how a 9:9 relationship can be established, proves the point. Production conditions influence people-relationships and these in turn facilitate or hinder production. Management's job today is to see that they facilitate production. The basic aim of management is to promote conditions that integrate creativity, high productivity and high morale through concentrated action. Creativity is a basic resource of your staff; a veritable gold mine that is not being mined today. If you can spark creativity, draw it out, use it, then you have a vital function of progress. A real leader looks for quality in ideas, both in his own and in others'.

Management must also guide, and to guide is to lead; not drive. Leadership is positive, and by and large, is simply good salesmanship. David Wilder stresses this in his article in the February 1, 1969 issue of Library Journal.[3] A good leader does not hide behind tradition and

well-established methods. We in the library must give up many of our old forms and traditions and further, we must be alert that our staff members do not drop into that familiar rut of doing their work from the viewpoint of what is easy for them; it may seem logical and tidy, but from the user's viewpoint, relatively useless. How often does your cataloguing department revert to some simple method of cataloguing which virtually buries the material in your library so far as the user is concerned? I can give you two examples from my own library:

I recently received from the cataloguing section a book which had been ordered by the art department because of its plates illustrating Indian sculpture, but which was essentially about Indian religion. Under the classification and the only subject heading given it by the cataloguers, "India - Religion", it would not have been located by art students either through browsing, or through the subject catalogue.

Another example is the ten-volume set The State of the Library Art. It is entered in our catalogue under this one title with the subject entry "Library Science". There are no added entries for the titles of individual volumes. The School has a budding audio-visual program and an audio-visual department, both concerned with the production of slides and overhead projector transparencies. Three volumes of The State of the Library Art deal with audio-visual materials. The instructors were ordering these separate volumes, unaware that a complete set reposed in the library. In this case, rapid cataloguing was not efficient or informative from the user's viewpoint.

Further to guidance, authority today is not hierarchy in the sense that Max Weber used it. Line bureaucracy today is a set of rules and offices governing communication and control amongst diverse participants in a common enterprise. The rules should be mutually arrived at; hammered out at every level where they are applicable; at a level where people understand the problem, where they have a stake in the outcome; and where they are contributing to the result. Management consists of:

1. Planning. Planning, not presenting the staff with change as a fait accompli.

2. Work Execution. The channels of communication must be wide open, not only to pass information down the line but to receive the vital feedback which is coming up the line. Staff must be at ease in the presence of management, able to discuss problems and bottlenecks - even those problems they have off the job, if they are affecting their work.

3. Follow-up. We should always check on decisions involving changes in methods of production; these must be evaluated at a later date. Management must not only be familiar with the changes made, but somewhere along the line, whether it is the immediate foreman or further up, there must be knowledge of all routines connected with that change. In other words, at some level of management someone has to follow through in all of the intricacies of the procedures that

become part of that decision. Credit and praise should be given to those who made it work, particularly those who came forward with suggestions that smoothed out the operation and enhanced production.

This leads me to Management's third responsibility, the motivation of staff. Perhaps this is the most important one of all. It is management's greatest achievement; the ultimate in the positive approach which leads staff in new work being done. It is the great "HOW!" which I have asked myself so many times. The answer is group dynamics.[4] It requires sound interpersonal relations to achieve and maintain production at peak levels. It promotes team action of a group in any organization; it promotes pair action in the necessary relationship of the management with any single individual; and it promotes solo action through delegation of responsibility and decision making to staff at the point where the action is.

This concept of team-work in management will involve a great deal more on the part of the manager, at whatever level he may be, than is required in the "giving of an order." There must be times set aside for discussion with the staff involved. In any major change the first approach to staff should be one of selling the features of the new program. Block diagrams should be used to get the basic picture, and then the staff must be consulted in the construction of flow-charts; the discussion of possible problems and how to overcome them. Decisions must be made as to the delegating of responsibility and providing for inspection on the line. Remember, delegation is not just getting others to help out with the work but also giving them the responsibility to handle details on their own initiative.[5]

Once the new program is on the move the managerial work increases for a time rather than diminishes. A check must be made on how each employee fits the new work and at this point flexibility becomes most important. The new program must be flexible enough to fit the needs and ability of the staff. Here, again, feedback is the essential feature of inspection and it is here that the humanity of the individual stands out. A person over-qualified for a job will produce errors just as quickly as one who is under-qualified. Continual inspection along the line, as opposed to spot-checking, is not in the best interests of production; and methods should be determined which will avoid it. The knowledge of continual inspection invites carelessness. Inspections and inspectors are non-productive. The great question is how many to have and at what level? The staff should not feel that they are "programmed" into their work. Staff should be encouraged to produce at the minimum rate of error in an attempt to minimize inspections. An error should be a learning situation and seldom should be cause for rebuke.

When the operation is shaken down procedures must be defined and standardized in a manual. However, they should not be inflexible, but rather considered as useful for the training of new staff; as a means of obtaining measurable work units, and as an assurance that a practical and efficient work flow is obtained. Standards are important in attaining uniformity and efficiency and in the maintenance of quality and quantitative

controls. Encouragement is a major factor in motivation. Lead, don't drive. Know your staff - its abilities and limitations, likes and dislikes, motives and attitudes. Be a good listener and be considerate. Make the best use of staff ability, delegating responsibility rather than assigning work. Be careful to ensure recognition of good performance and give credit when it is due. Praise publicly; criticize privately and constructively. Inform the staff in advance of change.[6]

The Hierarchy of Management.

We have dealt with management's concern for production, and we have dealt with its concern for staff. In the latter we have pointed out the necessity of open channels of communication down the line of hierarchy of management and the management's ability to make the fullest use of the abilities of the staff, and in so doing to motivate them to the fullest extent. But, in the case of college libraries the librarian is not, by any means, the top manager. That is to say, there is another problem in the hierarchy of management and that is moving from the librarian as a department head up the line to the chief-in-command who is over him. If this management has taken the approach expressed in this paper the librarian will indeed be fortunate and he himself will be a staff member who is being guided and motivated by his superiors. But, in many cases such conditions will not obtain. As a manager himself, the librarian may have to defend his policies and his staff. And he will be faced with the problem of trying to bring about the change to a more productive method of operation in management in the level above him. He will be faced then with the reverse approach of trying to change management not from the top down, but from the bottom up!

Guy Lyle points with a feeling akin to nostalgia, to the time when librarians were the custodians of learning, and received the highest respect. Unfortunately, that was when the famous library of Alexandria was the pride of the Mediterranean world, about 2,000 years ago.[7]

It is unfortunate, but true, that the librarian is, in many ways, a forgotten man on campus. Librarians, according to the popular image, are keepers of books, picayune in their attitude to overdues, and other irregularities. Sheer numbers of teachers, as compared with librarians, carries this image up through the grapevine until the administrators are buying it.

Librarians carry a more gruelling work schedule than do professors, without the opportunity of cross fertilization of ideas which occurs among the faculty. They are faced with the disadvantage of having to use all areas of knowledge so that almost any professor can charge a librarian with not being as knowledgeable in the professor's area as he should be. Yet, the professor may be entirely ignorant of a library's procedures and difficulties.

Only lip service may be given to the library as a learning resources centre, although the library can contribute to the effectiveness of the professor's assignments if given the opportunity. Librarians often have no voice on the curriculum committee and no direct communication with

regard to changes and programs until it is too late for them to be adequately prepared when changes do go into effect.

It is not unusual for a college to have an inadequate policy statement covering: laying out of the goals for the librarian, delineating the librarian's authority with respect to interchanges between the library and the departments, and the question of departmental libraries.

Taking the same positive salesmanship approach, the librarian must sell his services to the school. He must learn the areas of strength and weakness in the departments. He should seek out the most friendly and cooperative professor and work with him until news of the successful project spreads around and others come to him. He should encourage appointments of library representatives by the department heads and establish thereby a good and serviceable relationship with these departments; he should involve the library representative in the problems of selection of books for the department.

The librarian should strive for an adequate staff to enable him to give top service in the library, to enable him to free himself as much as possible for communication with the administration and the professors, and to keep well ahead in planning. In hiring new staff he should seek to ascertain in the interview whether prospective staff is of the old guard of disciplinarians or whether they are self-starters, able to fit into his managerial approach to authority.

The librarian must be honest and truthful in all relationships on campus; he should be careful to stay within his budget, even while seeking to enlarge the same; he must win the admiration of others as a top-flight administrator. Such work and communication is noticed and will, in time, win the position for the librarian that he is seeking.

Conclusion.

The librarian is not a miracle worker. Like other administrators he has much to learn, and he has many critics. He will not succeed at first in all areas. But these methods, once applied, will bring sufficient immediate results in some areas, that he will not look back.

Along with his concern for production will grow not only the concern for his staff but the conviction that as a bearer of good tidings he must sell his approach to all of the hierarchy of administration.

## FOOTNOTES

[1]Robert R. Blake and Jane S. Mouton, The Managerial Grid (Houston; Gulf Publishing Company, 1964.)

[2]Bertram H. Raven, "Group Performance," International Encyclopedia of Social Sciences (New York: Macmillan, 1968), Vol. 6, p. 289.

[3]David Wilder, "Management Attitudes; Team Relationships," Library Journal, 94:3 (February 1, 1969), p. 498.

[4]Robert R. Blake and Jane S. Mouton, Group Dynamics - Key to Decision Making (Houston: Gulf Publishing Company, 1961.)

[5]Donald S. Laird and Eleanor C. Laird, The Techniques of Delegating (New York: McGraw-Hill, 1957), p. 14.

[6]John S. Morgan, Managing the Young Adults (New York: American Management Association, 1967), pp. 111, 112.

[7]Guy R. Lyle, The President, the Professor and the College Library (New York: H.W. Wilson, 1963), p. 11.

# MANAGEMENT OF PUBLIC AND REGIONAL LIBRARIES

William R. Bale

I was asked to talk on "Management of Public and Regional Libraries" to-day. This is obviously a subject so immense in scope that many volumes could be written on it. For a public library could be anything from a small back room with a hundred or so donated books, in Gopher Gap, Saskatchewan, through the medium sized regional and municipal systems up to the massive systems of New York, the city of Westminster in London, Toronto, and Vancouver, each of which has its own system of management. In general, systems which serve populations of 50,000 or more, work on much the same lines. It is about these systems that I intend to speak.

First, I would like to give you my definition of management. I think it boils down to making the most efficient use of the money available, applied to the achievement of the end product or products.

What are the products of public and regional libraries? There are two main ones: books, and services. Therefore, our job, as I see it, is to provide at the lowest possible cost, these books and services. The more money that is available, the more books and services we can provide. Speaking only from the public and regional library viewpoint, and not considering college, university or special libraries, we tend to consider libraries as an indispensable service to the community. I don't think the public at large thinks so. What would happen if public or regional libraries went on strike or closed down for some other reason? What would the public do? They wouldn't miss us so very much. They would watch a little more TV, or play cards, but they would not be particularly concerned about the public library. In fact, on the whole, the public library has been forced onto the public. I think that a few people, for their own satisfaction, because they are culturally-minded, or because they have a seat on the Board, set up libraries. We have to justify our existence to the public by giving them good end products, those of books and services. Witness the fact that in Great Britain the whole country - England, Wales and Scotland - is covered with excellent library service, county, regional and public, yet less than a quarter of the population belongs to these libraries. The rest either buy their books or just don't need the library. It is necessary, if our books and services are to reach the public, to make ourselves indispensable. If we don't we are going to be out of business. Any business firm, if it is inefficiently run, or if its product is too highly priced, goes out of business. Therefore, it is absolutely essential that we have good management in our libraries in order to cut the cost of providing services and books.

I'd like to go on, to the organization of public and regional libraries. This is quite general and I will if I may use a simile - I was going to draw all kinds of charts with noughts and crosses and squares, but I think perhaps the best chart I could draw is a tree. There are the roots of the tree - they represent the Library Board. These are people who are interested in libraries. They are the ones who draw the support from the community. They have two major responsibilities: to get the

money to provide for library operations; and to set the policy of the library.

Now we come to the trunk. This I regard as the librarian. His only responsibility is to carry out the policy that the Board sets. The relationship, in terms of Librarian and Board, varies. The Board members, as you know, can be either elected or be entirely appointed. No matter how they are chosen, they are still interested in the library. They don't get paid for their job, so they must be interested to come to the board meetings either once or twice a month, to travel long distances to sit down for 3 or 4 hours to discuss library work. In the case of the relationship between the Librarian and the Board as I said, it varies. In some places the Librarian runs the Board, in other places the Board runs the Librarian. Whatever the relationship they should interact on each other. It is the Librarian's job to advise the Board on policy; it is the Board's job to formulate that policy. When it is formulated it is up to the Librarian to carry it out. Therefore, he is directly in charge of the system and is responsible for its books, periodicals, records, filmstrips, etc.; the production, i.e. cataloguing and classification; and, of course, staff management.

The place where the branches meet can be considered the position of the deputy librarian. It is his responsibility to substitute for the Librarian when the latter is away. Most of the big public libraries are open 60-70 hours a week; the Librarian works, let's say, 40 hours a week in the building. Obviously half the time the building is open the Librarian is not going to be there. What develops in big systems in most cases, is two chief librarians - the Librarian and the Deputy Librarian. They should be complementary to each other. If the Librarian is a bookman, then the Deputy Librarian should be an administrator; if the Deputy Librarian is a bookman then the Librarian should be an administrator. I do not think any person can be excellent at both jobs. Consider also the fact that the Chief Librarian is often away at Board meetings, council meetings, or conferences, and you will find that the Deputy Librarian assumes an ever-increasing importance in the hierarchy of the staff. Often he is acting as Chief Librarian more than the Chief Librarian himself. Remember, I said the Librarian's responsibility is to carry out the policy of the Board; therefore, it is essential that the Librarian and Deputy Librarian be in one accord. There can be no personality clashes in their relationship. The Deputy has to organize the work flow and manage the staff.

The branches of the corporate tree are the department heads. They are more or less directly responsible to the Deputy Librarian rather than to the Librarian. The Librarian in any big system has neither the time and not very often the inclination to deal with the department heads. The department heads should thus be free to approach the Deputy Librarian. They are responsible for the direction of staff efforts in their own departments.

Then we come to what we call the little twigs: the juniors, the trained staff. They are probably, for the public or regional library, some of the most important persons. They are the people who are in direct contact with the public, which has already paid us for our service. In

what other business are you paid in advance for services to be rendered? The public meets juniors and trained staff who wait on them and help them select their books. The public seldom sees the Librarian, the deputy librarian or a department head. They see these little people running busily around the library. As soon as these young people stop to gossip at the counter or fail to serve a member of the public suitably, then the public brands all the library system as being over-staffed. These are the people you have to train in management - the junior staff who make contact with the public.

In public library service, more than in any other business, public relations is paramount. We must give the public a good impression of our service. As in all businesses, staff relations count too. If there are not good personal relations among the staff, business will suffer.

This completes the tree simile except for two things: with a tree when the branches become overgrown they must be pruned back, to get better production or a better looking tree. I think we should do the same with public libraries. If you take a good close look at your organization you may find that the lines of communication cross, that departments conflict with or are intertwined with each other. Then you take the pruning shears and start cutting back. Occasionally the tree will need some root-pruning. Too often the Board members set up so many committees and sub-committees that nobody knows who is on what committee and why. So the Librarian has to suggest that the Board take a good look at these committees and see what purpose they are serving. Otherwise, before you know it, you have book selection committees, building maintenance committees, committees on staff appointments, staff firing, etc. Much of the work of these committees could be done as efficiently by the Board as a whole.

As you know, in a tree the sap runs from the roots right through the tree to the smallest leaf - a good example of communication. It also runs from the leaves down to the roots. To kill a tree all you have to do is ring it - to cut the bark all the way around. You interrupt its line of communication.

So, too, with libraries. If communication is interrupted anywhere in the system, then the system will not function as effectively as it should. There must be lines of communication from the public to the head of the department, to the Deputy, then to the Chief; and if necessary, to the Board. In very small systems and communities the Board and the members of the public may get a private word with the manager about the library's service. There must also be good communications between the departments. This is where the deputy librarian comes in. The deputy librarian is a very, very important person in staff and library management.

The one thing in public library work that I'm quite worried about is the cost of our end product. The members of the public can afford to give only so much money to the Board for services and books. This is what we call the budget. We have to find a balance between our services and our books. Every time we put another service in, the book fund goes down. The more sophisticated the services, the larger the buildings, the more branches we put up to cope with the numbers of the public, the more bookmobiles we

acquire, the greater diversity of our services in the way of technical, commercial, reference, record or film libraries - the greater the need for more qualified and trained staff and the greater the need for more space, until finally, some of the larger library systems are spending 90 percent of their budgets on services and less than 10 percent of their budgets on books. This is applicable throughout the whole civilized world, not just in Canada, Britain, or the U. S. Instead of supplying books to the public, which is after all what they really need, we are giving sophisticated services. Of course, I realize we have to provide services along with the books to satisfy demands made upon us - but we also have to provide enough books on which to base those services. One library in the U. S. has reported that it is now loaning out pets. Other libraries loan out paintings. Ultimately, if this continues some public libraries will be just painting libraries, not book libraries. Maybe I'm wrong, or conservative - but I am also concerned with the provision of expensive music and gramophone records in the library. I maintain that a very small minority of the public wants a music and record library. If it is provided it should be adjacent to the public library and separate, it should have its own budget and not take from the book budget. However, that is just my personal opinion.

So, for efficient management of our public and regional libraries we should take a good look to see that we are not providing too many services for the book stock. Are we overbalancing on our services instead of providing books? Can we cut out a service here and there - such as the loans of pets, gramophone records or music? Can we cut out these services without detriment to the public and save a little more money for books? Instead of spending 10 percent of our budget on books let's spend 20 - 30 percent. Is our classification and cataloguing a little too detailed? Can we save time, even if it is only 5 percent, on the production of the catalogue card? Do we need bibliographic tracings in the catalogue of a regional library? Do we need catalogues at all in public libraries? Are we providing too much expensive furniture, so that some of the public can come in from the street and sleep in the library all day? Is it necessary to provide armchairs in our public libraries? After all, the majority of the people come in, choose their books, and go out again. Yet you will find that any large public library, on the North American continent or in Britain, has murals on the walls, beautiful easy chairs, fireplaces. All the libraries <u>don't</u> do is serve meals to the borrowers. Are we opening up too many branch libraries? Maybe on the North American continent we are. After all, 99 percent of the people have cars; the other 1 percent have transportation of some sort or another, so why shouldn't they come to the central library? Are we spacing our books too far apart? Remember that if we cut ten branch libraries down to five we can have twice as much book stock in those branch libraries and get better customer service at less cost and with less staff. If we are providing all these services, the book budget suffers. More staff, more expensive furniture, cuts right into the book budget. Look at some of the annual reports of the public libraries; between 10 and 12 percent is a good average for a large public library to spend on books. Can we afford to spend only this pittance on books when there are more than 60,000 new titles published every year? Can't we provide more books for the public? Our two end products are directly interrelated and must be balanced against each other.

There - I have skimmed over a few problems concerning the management of our systems. It was not intended to be a comprehensive survey, nor a detailed analysis. I have just asked a few of the more obvious questions in the hope that perhaps we can do our job a little better.

# EDUCATION FOR LIBRARY MANAGEMENT

Gertrude C. Pomahac

"Education for library management" . . . does that conjure up pictures of the ivy-covered professors in the library school you attended? For such education, we will assume, belongs in the library schools.

Shall we educate - or train?[1] Shall our graduates be schooled - or practiced?[2] That, for the first 30 years of the history of library schools, was not the question. Following the ideas of Melvil Dewey, the library schools were training institutes which produced efficient workers capable of fitting neatly and quickly into any round hole a library might offer.

By 1926 however, we had discovered the beginnings of a philosophy and the idea of professionalism, and the library schools have been attempting ever since to reconcile philosophy and idealism with those ever-present round holes, or "placement opportunities."

No matter how junior the new librarian is, he probably has been given some administrative responsibilities at once, be they only the supervision of the clerks who file the catalogue cards, the coordination of the work of departmental student assistants in an academic library, or of one or more searchers or typists in any cataloguing department. He may also be encouraged to offer suggestions on planning, the allotment of staff duties, or the arrangement of work flow.

To turn to the role of the library school, it is generally agreed that the average new librarian does not step from library school into a high administrative position. Should he be able to do this at all?

In surveying current course offerings, it seems safe to assume that new graduates have received little in the way of practical training for administration. What are the reasons for this?

(a) Library schools, as mentioned before, have moved away from the idea of training people and toward instruction in the principles of professional librarianship, which include administration;

(b) There is difficulty in recruiting faculty who have both advanced academic degrees and extensive library experience;

(c) The term of instruction is so short that the course in administration offered in most library schools can do little more than introduce the student to some of the problems he will face on his first administrative assignment;

and finally

(d) Let us recognize the fact that most young library students are not experienced or mature enough yet to learn how to run libraries. The most practical instruction for them is

a course in how libraries are run.

We want to be able to say that the library school does more than mean well; but are its contributions to the efficient management of libraries more than token bows to the subject? I suggest that all the responsibility does not rest with the schools. Russell Shank has written:

> The whole fifth-year library education program is based on the premise that at least the first year on the job after graduation will be a part of the new librarian's professional educational experience. Employers must expect to be partners in the training of new professional librarians, either through formal in-service training or natural on-the-job experience. It is in that year that the new graduates can sharpen their talents for administration in specialized settings.[3]

Let us first look at what the library schools are doing in education for management. From a brief survey of library administration courses listed in the current calendars of 50 North American schools, of which 45 are accredited by the American Library Association, it was found that they offer the following in administration courses:

| | |
|---|---|
| Basic only, required: | 23 |
| Basic and specific types of library, required | 7 |
| Specific only, required | 7 |
| Basic offered | 10 |
| Administration of specific libraries, offered | 30 |
| Other administration electives in Library Science | 13 |
| Advanced seminars | 7 |
| Interdepartmental seminars | 1 |
| Specific services | 7 |
| Continuing education | 2 |

The optimist would note that one-half the schools do, the pessimist that about one-half the schools do not, offer a basic course in the theory and practice of library management. Some schools are satisfied to cover administration only in a general introduction to librarianship which is one of the required core courses. In others, a course in the management of a specific type of library is either required or offered as an elective. The larger schools expand the basic course into separate electives on library aspects of planning, systems analysis, architecture, personnel management and public relations. Most schools do offer continuing education courses, as witness the list in the current Library Journal,[4] although only two specify workshops in their calendars. Some of the Schools do not indicate whether or not the course offered is required of all students; and some of the courses in specific types of libraries stress literature, cataloguing, and services instead of administration.

The difference between the calendar announcement and the reality of the course offerings is of course present, and one cannot judge the content of the course or the importance the School places on it by its description in the calendar alone.

Some students elect courses in related departments. Perhaps such courses could be more effectively and forcefully promoted by the faculties of the library schools. Courses in public and business administration, psychology, personnel and public relations, urban and architectural planning, and sociology, are considered especially valuable. Their promotion would also take some of the pressure off library school faculty members until the new librarians trained in these areas can return as experienced executives to teach library administration courses which include the above features. The major weakness of this solution is finding courses that can be related to librarianship sufficiently to warrant the time devoted to them.

* * * * * * *

We have looked briefly at <u>what</u> is taught; let us consider the <u>how</u> of teaching library administration. What methods are used in most of the Schools?

<u>Methods: Lectures</u>.

Elizabeth Stone, in her article on methods and materials used in teaching administration,[5] found that no school any longer uses only the lecture method in administration courses. Guest lecturers, class discussions, and films are the most usual added features. The lecture-alone method is unanimously disparaged, but its advantages are also pointed out: (1) It enables one good professor to teach one large class; (2) It is thus less expensive than any other method; and (3) It provides a unified approach to the subject.

<u>Methods: Audio-visual aids</u>.

Good films and filmstrips specifically for use in library administration courses are almost non-existent, but good use has been made of films produced for industry. Stone found, however, that library school instructors almost ignored the use of audio-visual aids, although there exist many applications and adaptations in charts, plans, films and transparencies which have been prepared for business and industry, and which could be used in library schools. A survey by Keyes Metcalf deplored the lack of these aids back in 1943;[6] and another by Father James Kortendick of the Catholic University of America found that no improvement had been made by 1959.[7]

<u>Method: Case Studies</u>.

The case study method is used exclusively by at least two Schools: Rutgers and Simmons. At Drexel a variation on the case study is used, in which it is combined with role-playing and the result video-taped for class discussion.[8]

True case studies require that experienced field workers obtain the data with which to prepare a valid study. Again, problems of staff and funds arise. One of the most interesting assignments I was involved in as a teaching assistant was one in which the students were asked to prepare case studies. Some, of course, didn't get the idea at all, some had a particular axe to grind, as did the girl crusading for women's

rights. In her case study the clever young female librarian was challenged by a hulking type of technician with callouses on his knuckles. The job in question was in a library in a lumber camp! But some developed a real insight into what factors and variables they should consider in preparing their studies. One drew a floor plan of the library to illustrate a use-problem. This was not an exercise in a vacuum because the students had to call upon all their experience in library work or simulate such experience successfully in order to make more than a superficial consideration of the circumstances surrounding the case. As an exercise in teaching the student to think and observe critically, to evaluate, and to judge all factors of a situation before suggesting a solution, it was a valuable beginning.

However, case studies and class discussions have been criticized as allowing the student to make superficial judgments, for which he need not bear the responsibility of their consequences.[9]

Methods: Field work and Observation Sessions.

Field work and observation sessions are related and given almost equal amounts of adverse criticism in the literature, and for the same reasons as the discussion sessions. Time is too short in most cases for any but a cursory study of the library's operations, and the student can be confused by "what is" and "what should be." He may also not take into consideration the factors of population, location, personalities of staff and administration, or the educational and economic background of the community, which will affect or create the compromises the library has had to make with standards and ideals of service.

One scheme proposed would send teams of students to survey libraries, with the cooperation of the administrative staffs.[10] This type of major library involvement may be better suited to a bona fide internship program such as that offered at the University of Texas, rather than to a term project.

Methods: In-basket exercises.

In-basket exercises are a variation on the case studies. They are usually presented in sets - of various types of requests, complaints, gifts or plans, involving the library's personnel, administration, trustees or clientele. Exercises of this type are brief and more economical to prepare and administer than are the more detailed case studies.

Methods: Simulation and Role-playing.

Simulation is used in connection with role-playing and case studies at Drexel, as mentioned previously. The value of these two techniques is that they allow all but the most obtuse student, who shouldn't be in the School anyway, to enter actively into a management situation, long before he will have the experience and authority to encounter the same types of situations in his career. With the case study, unless it is followed by intensive discussion, the student can pontificate solutions without experiencing the reactions of other personalities involved. In role-playing, on the other hand, the unanticipated ideas and opinions of

his classmates are immediately in conflict, or sometimes agreement, with his own. Used carefully by an intelligent instructor, the role-playing experience can be one of the most effective teaching devices for such an amorphous subject as management.

Methods: Sensitivity Training.

Sensitivity training is just beginning to be used widely as part of business administration courses and librarianship educators have sensed its usefulness in training administrators. As yet, it is an elective offered outside the library school curriculum but recommended to students who have the prospect of being involved in administration immediately after graduation.

The time factor criticized before must be considered here too. Sensitivity training can be a dangerous thing to trifle with, and in the short 1-year course in librarianship a brief introduction to such a potentially explosive experience can cause much more harm than good.

Methods: Team instruction.

Team teaching also is in its infancy as a method of instruction in library schools. A variation is found in the advanced seminars offered at some schools, which are conducted as colloquia, with guest speakers who are practicing librarians and administrators, or lecturers from other departments of the university.

One school found that joint instruction by two professors was not wholly successful, since one dominated the discussions and his colleague. Occasionally, however, the right combination of personalities working in tandem produce a never-to-be-forgotten educational experience for library neophytes.

Methods: Use of Technology.

Technological aids to teaching except for the previously mentioned audio-visual aids, and occasionally closed circuit television, are still not used widely in courses in administration. Perhaps this will grow as instructors recognize their value in teaching other courses, including administration, in other departments throughout the university. At present, more use of television and computers is made in teaching the public the use of the library than in teaching the student librarians how to run a library. When considered in the light of economics, it can be understood how much research effort would be needed to develop a set of computer-aided, or video-taped, instruction programs. A programmed course in cataloguing, for example, has recently been prepared at a cost of one hundred thousand dollars, and it has not yet been tested. Research would also have to determine which facets of administration, if any, would benefit from this sort of instruction: budgeting perhaps, or systems planning, or work flow patterns.

* * * * * * *

The texts and handbooks in administration of libraries are usually either of historical interest (Joeckel) or outdated (Lyle).[11] There are frequent articles in the literature but many are of the how-I-run-my-library-

good or "glad tidings" types of writing. Kortendick's survey found a need for new handbooks and manuals, and for anthologies which would not be collections of articles like those just mentioned, but collections of classics (like Paul Howard's "The Functions of Library Management").[12] Such anthologies should be selected and edited carefully, or follow the pattern of the Annual Review of Information Science and Technology, which is an excellent collection of critical review essays for students of documentation. The first book in the very promising Reader Series in Library and Information Science, is such an anthology. Wasserman and Bundy have selected articles covering all aspects of management for their Reader in Library Administration.[13]

Aside from the updating of texts specifically for librarians, there is a continuing flow of literature in other fields of administration which is of practical application to the problems of administering a library. A very useful personnel bibliography is published by the U. S. Civil Service Commission Library, but it is, unfortunately, not frequently revised.[14]

The most frequent complaint about the texts is their format. Bowler[15] is extremely useful, but the pages are so wide that the reader becomes exhausted with a long assignment. The Scarecrow and Shoestring editions use a very black type on a very white paper, which also leads to eyestrain should a sadistic professor assign much reading here. Yet these are the major publishers of library science materials, the high price and unattractiveness of their products apparently being offset by the instructors' eagerness to acquire anything on the subject.

* * * * * * *

This has been a discussion of what is; perhaps for a moment we can consider what should be. In talking with recent library school graduates about the discrepancies between their education and the actualities of their jobs, there emerges a consensus as to what the new graduate feels he needs. Like Oliver Twist, he asks for more:

School librarians: practice budgets and purchasing problems were most valuable.

Regional and public librarians: courses should have included public relations.

Academic librarians: budgeting and planning were neglected.

Graduates working in departments of large public or academic libraries, however, find that they have very little to do with the administration of the system, and that their attention is concentrated on minor aspects of the organization of services in their own department. What practical use for the more? Elizabeth Stone's 1961 survey revealed that the most neglected areas were:

Work simplification.

Care and upkeep of buildings, including insurance.

Interior decoration.

Substitutes for main or branch service: bookmobiles, etc.

Publicity, as distinguished from public relations.

Responsibility for evaluation.

Personnel administration: separation.

She suggests that the last point might be the reason why so many library workers exist who "cause the image of the library to leave something to be desired" - no one has taught the librarians how to get rid of them![16]

Considering this, even if the library school produces first-class administrators, what place will there be for them when they graduate? This training could be a hindrance, a frustration, or a waste of time for the new librarian if he must take a very junior position for several years until jobs higher on the executive ladder become available.

Occasionally a graduate is fortunate enough to find employment with a library in which the entire professional staff is involved in the decision-making process. In most cases, however, it will take several years of experience before a librarian will be able to utilize or appreciate the training he has received. If his administrative studies in library school have not been extensive or practical or have not provided a good foundation for actual work, he must rely on native ability and the hard school of experience. It seems that this is the area in which continuing education, in the form of workshops and seminars, or formal study in night or summer courses, would be most applicable and valuable.

A survey of the professional development of librarians found the following actual situation regarding the participation of librarians in continuing studies:

| | |
|---|---|
| 94.2 percent | no further degrees since M.L.S. |
| 78.3 percent | no voluntary study group. |
| 77.5 percent | no research projects. |
| 67.5 percent | no plans for continuing education. |

Average time spent in short courses or workshops was discovered to be 3/5 of a day per year.[17] Stone considers that the library schools and library administrators together share the blame for not motivating librarians to continue their development in the same ways that are required of members of other professions. That the librarians surveyed were not motivated this way is revealed by the very low priority and interest placed on formal continuing professional studies.

I suggest to you that responsibility for initiating continuing education must be shared by the library schools, the libraries and the library associations. Any one or any combination of these groups could establish the program, but it would require the moral support of all.

Joint sponsorship would have one great advantage: that of helping to motivate the working librarians to participation.

Several years of experience in one library is considered necessary before the librarian can confidently put the theory he has learned at library school into practice. The problem is that the brand-new librarian usually knows more about administration theory than he can apply to his first job, in which he will occupy a junior position. As he moves up the executive ladder, he must more and more often compromise theory with the actual situation and library in which he works; and so he moves further away from what he was taught in library school.

The place for continuing education would seem to be in the university and the library school. In a sense the librarian returns to the professional womb, to restore some of the ideals which became frayed or tarnished by contact with the too-real world. The library school too is renewed by frequent contact with the practitioners of the theories it inculcates or infuses in its students. Theory and practice could thus approach closer together.

One library school deliberately schedules some sections of its courses late in the afternoon so that librarians can attend after work. A by-product of enrolling at least a few outstanding students who have had library experience is the contributions the latter make to the entire class. Students without experience can profit materially from discussions arising from varied experiences being brought to bear upon library questions.

At the workshop or short course the young administrator gains the practical experience of meeting with other librarians who are also at his level, and of getting away from his job long enough to be able to look at it, himself, and his staff, objectively. He needs the stimulation of the ideas of others, and to have his own ideas tested and evaluated by his peers.

But it would not necessarily have to be advanced courses in librarianship that the returnee studies. There are interdisciplinary studies which profoundly affect his professional performance, especially in business administration, industrial and personnel psychology, sociology, and education.

Perhaps the school librarians have the most fortunate and most extensive opportunities for self-improvement, in the areas of administration and psychology which are directly related to their work as educators and librarians. Some high-echelon administrators would like to return to school for additional study in business or educational administration, but they face the difficulty of finding enough time off from their duties to concentrate on the formal study they feel they need.

But Elizabeth Stone also found that the majority of administrators do not like to release their professional employees for postgraduate courses or even for workshops.[18] There is, as usual, another side to the matter. Dr. John Wilkinson of the University of Toronto Library School, found that in one postgraduate course he taught only one of his students had been given time by her employers to attend the course. But when he asked how many had asked for a leave of absence, he had again only one response - from the same person.

It is not enough for interested administrators merely to assign their employees to attend workshops. The employee must be ready to attend and self-motivated for learning at the time the workshop is offered. It would be far better for employers to grant willingly requests for leaves for continuing education when they occur. This also assumes that the employee is aware of these opportunities to further his professional development and has evaluated their usefulness to him.

The problem continuing education courses present to the library schools is not one of finding students, funds, or even space, but of finding faculty advanced enough in experience and academic studies, to teach the graduate librarians who often have their own several years of experience. Ph.D.'s in Librarianship are still rarae aves, and successful administrators do not wish to, and sometimes cannot, leave their positions even temporarily to teach courses in organization and management.

One of the major neglected areas in librarianship is research, and a plea heard throughout the literature is for more research in the area of administration. Library schools must sometimes operate in darkness, giving libraries the type of personnel the schools think is needed; and responding to praise or plaint, but with neither side knowing exactly what is needed. The situation has changed little in the 10 years since E. W. McDiarmid wrote:

> Library schools are so busy educating students with limited staffs, and libraries so hard-pressed to find people to fill their positions, that they have little time for research... Until there is basic research in the theory and philosophy of librarianship... [it] will tend to be a practical art, where administration consists largely of the application of tradition and custom to newer problems as well as to the increasingly complex older ones.[19]

In conclusion, I am going to ask three important questions but I hope they will not be just rhetorical ones. Only you can answer them. What you expect of new librarians will have a great effect on the curriculum in the library schools. We cannot teach in ivory-tower seclusion and thus send out graduates who are crippled for practical service.

First: Is education in management, both pre-service and continuing, important and practical for the library administrator?

Second: If it is so, whose responsibility is it to ensure that such education is programmed effectively?

Third: What should be taught? And to whom?

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# LIBRARIAN-MANAGER OR PROFESSIONAL MANAGER?

Peter J. Bassnett

The purpose of this paper is to consider the managerial processes and problems of the library manager, whether at the lower or upper reaches of management, or whether in a profit-making or service environment. I wish also to introduce some concepts and assumptions available through the literature of management and suggest why we should be concerned with management; as well as to stimulate a positive approach to our own organizations and services.

And why should librarians be concerned with management? Mainly because it is being shown that the strengthening of management is increasing the effectiveness of all types of organization. The 5th Annual Review of the Economic Council of Canada states:

> In our view, no task may be more important for improving Canada's innovative performance than to strengthen the capabilities of Canadian management, to understand and manage technological change and the innovative process.[1]

If librarians are to take their place within the "technological change and the innovative process," then librarians must consider their capabilities as managers, or even ask the question "What is a manager?" Otherwise, the society which should be served by the librarian will inevitably seek other ways of overcoming the problems which librarians have not solved to their satisfaction.

It was as recently as 1959 that E. W. McDiarmid could write in Library Trends:

> In many respects the term library administration was synonymous with librarianship or library work. And in the minds of many people today, there is still difficulty in distinguishing administration from library work generally.[2]

There are still librarians and recent graduates who will describe various aspects of library organization or library work when explaining their approach to management.

The sub-title of the book The Managerial Grid is "Key Orientations for Achieving Production Through People."[3]

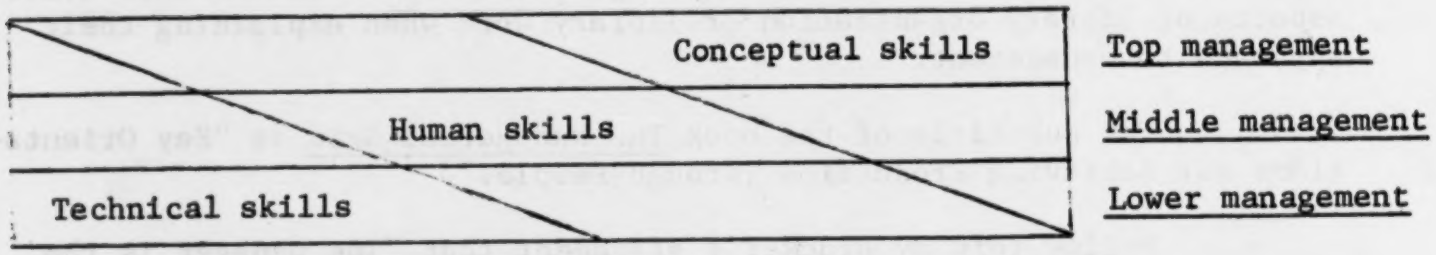
Follow this by Drucker's statement that "The manager is the dynamic, life-giving element in every business,"[4] and there is some hint of the purpose of a manager. Consider these two short statements and it would seem that the manager's main job is to obtain results through people, but Drucker pushes further - his manager will be a catalyst, a motivating force. He is the person who takes ideas from people around him and struggles with their differences, extends their limitations and puts into practice something that is very much his own. Seen like this, it is clear that from the front-line supervisor to the top manager the attitude of all managers is very important. Top managers must be able

to direct, control and extend the dynamic elements of their own middle managers.

To take this one step further, any level of management must carry through a purpose. And what is the purpose of a library - any type of library? It is service at the most economic price. This could be called a library's output. If there is an output then there must be an input, there must be something from which a service is built. Libraries are the same as any organization in that input consists of men, money and materials and it is the way this input is organized that produces success or failure. The overall output of any library results from concepts and purposes previously realized. If a concept is not clearly defined, so the ultimate service is vague. Or, because of lack of concepts of service, a library can be so limited in its ultimate service that it becomes rigid and begins to look as though its only reason for existence is its self-perpetuation, rather than being a dynamic organization with continuing involvement in society.

In one of the discussions at an international seminar on teaching the process of management, the following paragraph and chart are published after a paper on Environment of the Enterprise by Professor J. L. Meij:

> The distinction between technical skills, human skills and conceptual skills and their relative importance at different levels of the firm also demonstrates the greater importance of understanding the environment of the firm at the higher level of management. The conceptual skills which are most needed in top management are demanded in the integration of the firm with its environment. They are the skills needed to develop an image of the direction a company should take, the ability to see something which is not present. Even so, at the lower levels of management where human skills are important there is a need for some understanding of the firm's environment, for example, of labour organizations and the effects of the general reduction of working time.[5]




Although most of the principles expressed probably apply to large companies employing perhaps many thousands of people, the fact that libraries are smaller and not working for a profit ratio does not detract from the essence of the situation described. The above chart can be used for an understanding of the levels within library management and it also conveys the importance of integration between levels of understanding and the importance of communications.

The Managerial Grid is probably one of the more stimulating books written on the subject of management and has applications at all levels.

This book proposes that there are basic types of management and suggests that committed people and high productivity are direct results of management applications. This book clearly shows how the personality of a top manager or front-line supervisor can completely dominate any management situation. The juxtapositioning of personality and performance, of facing ingrained patterns of behaviour, are possibly some of the most volatile management problems of today. Are these problems seen clearly by persons employing top librarians and by librarians choosing their assistants and supervisors?

What must come from top management of libraries? What are these conceptual skills? Probably four main headings are enough to explain a top manager's role:

1. Decision-making

2. Organizational change

3. Communications

4. Training.

Peter Drucker, in an article entitled "The Effective Decision,"[6] points out that every decision is a risk-taking judgement. The article then suggests that there are six steps in the process of making effective decisions and that any decision should be based on a systematic process. Mr. Drucker warns the reader that the steps themselves do not make the decision but that unless the correct process is followed the likelihood of "wrong" decision is high. He proposes the following six steps:

(a) The classification of the problem
(b) The definition of the problem
(c) The specifications which the answer to the problem must satisfy
(d) The decision as to what is "right", rather than what is acceptable, in order to meet the boundary conditions
(e) The building into the decision of the action to carry it out
(f) The feedback which tests the validity and effectiveness of the decision against the actual course of events.

Top librarians of the near future are going to have to take some very heavy responsibilities and it will be very important to make "right" decisions and to make those decisions acceptable. W. J. Kurmey's paper on Management Implications of Mechanization stated:

> Librarians, managers, administrators, must be aware that their decisions made now involving mechanization may have a tremendously amplified effect on society as a whole - an effect which may reflect back to the library system in the form of additional, unanticipated requirements for further change. In no other decade has the burden of ethical responsibility to change weighed so heavily on the shoulders of librarians.[7]

The statement shows how dramatic future important decisions could be, and how chaos may follow because of lack of involvement in the total environment by top managers of libraries.

This leads on to organizational change - as P.H. Irwin and F.W. Langham state in their article "The Change Seekers":

> All organizations must change in order to keep up with changes in the outside world.[8]

Libraries are not retreats for the scholar, they are living organizations whose pertinence to society will wax and wane in accordance with their ability to change and show flexibility to the electric age.

It is forecast that populations, gross national products and scientific research will all double, the latter two before the year 2000 A.D. The major problem of any top librarian in the near future will be in how to lead his particular library through continual changes so that the library system will give an output relevant to an increasingly accelerating society. These changes will not only be technical but social and economic. The conceptual patterns will be the responsibility of the top management. Implementation of the changes will mainly rest on the middle managers - the department heads.

One book that has been written for librarians which endeavours to show some of the planning that will be necessary for the larger public library systems is Metropolitan Public Library Planning Throughout the World,[9] by H. C. Campbell. The enormous growth in urban populations, plus the increase of literacy in recent decades, is considered and although he states that financial problems are acute, Mr. Campbell nevertheless shows that, in this field of librarianship, successful library managers will have to work vigorously in the areas of politics, legislation and environmental analysis.

Communications within the two concepts of decision-making and organizational change are paramount. Any decision depends on information and any change, to be successful, depends on information being communicated to all levels of management. Motivations on each level depend on the quality of management above, and the manner of involvement of people concerned will directly affect the success of any change or decision. In an article in Iron Age 18 months ago, Robert E. McDonald, President of Sperry Rand's Univac Division, said:

> I don't just pass the time of day with people I talk to, I am looking for specific things - things that will help them, help the company and help me.[10]

This personal involvement by top management within an organization may well become standard, since the success of changes and decisions requires information about people as well as techniques.

Arthur H. Kuriloff in his book Reality in Management, points out that one of the major functions of management is training. He says:

> "Training should be designed as an integral part of the organizational process to be performed by line managers from top to the bottom of the organization."[11]

There are many library systems that have training programmes. What is needed is the type of training deliberately pitched at developing a creative atmosphere within the library system as well as the "this is how we do it here" kind of programme.

In the March 1968 issue of Ontario Library Review[12] are two short articles on training. One deals specifically with management training, and if approaches such as the scheme outlined by North York Public Library were universal, then one aspect of management would be well under control.

Supervisory skills are mainly human skills, those of creativity and influencing, and it has to be assumed that any supervisor knows his professional or technical skills. Although some supervisors will be part of lower management in that they are probably checking the work, or working with, a small group of people, the supervisor or person who is in direct contact with the top management will control the production of work and the quality of the results. The supervisor who will be in direct contact with the clientele will probably be the image that is portrayed of the library. A person holding this position is in an area where performance can be influenced, it is an opportunity for leadership, it is a position in which human skills are exerted to bring about desired results. But this person, usually a head of a department, must have enough time to influence events within his sphere. Time is needed to influence any environment, to make changes, to train personnel, to improve performances, to obtain results and to be creative. But not only does the supervisor need enough time to exert his human skills but all the employees of any library need time to communicate their problems and discuss their commitments. Mr. Scott Myers of Texas Instruments has written several articles[13] on the subject of job enrichment and the motivation of all types of employees.

He is working from Douglas McGregor's Theory Y, as propounded in his book The Human Side of Enterprise,[14] and that basically is - people are responsible and creative when given the opportunity.

These theories, which have been put into practice at Texas Instruments, have produced the concept "every employee a manager". What is happening there is that all people who have the capabilities and the opportunity can consider the job they are doing in the same light as the manager. All people in an organization supervise: the circulation desk clerk is supervising and working in that area; the supervisor of circulation is looking over all duties concerned with circulation; the Head of Adult Services is supervising all areas dealing with the public, probably within the large central building; the Director is supervising several senior people. The point is not that everyone is a boss or that there are too many bosses, it is that only so much work can be accomplished by one person, that people are of varying capabilities and that, to obtain any worthwhile result, delegation has to be accomplished effectively.

In his article, "Every Employee a Manager,"[15] Scott Myers points out that the role of supervision becomes different when the style is changed from Authority-Oriented to Goal-Oriented. One of the major reasons for this is that, in changing the concepts of management, the basic assumption must be changed first. The Authority-Oriented supervision implies that the average human being has an inherent dislike of work and will avoid it if he can. The Goal-Oriented supervision implies that the expenditure of physical and mental effort in work is as natural as play or rest. At Texas Instruments the supervisors defined their new roles after discussion, and the group concluded that an effective supervisor is one who provides a climate in which people have a sense of working for themselves. This reinforces the validity of McGregor's statement:

> At the core of any theory of the management of human resources are assumptions about human motivation.

One of the results of the Goal-Oriented supervision role is that the probability of work being taken over by subordinates is very high and this means that more delegation can be accomplished throughout the organization, or that certain people will be free to look further than their own jobs and environment. This is important for both the public and special libraries. There are many top managements in business today who are enquiring about the goals and purposes of their libraries. It must be the librarians who will answer these questions and show the advantageous possibilities available to the company, although it will be the top management who makes the final decision, just as the Library Board will have the final say on any Public Library policy decision. Nevertheless the quality of any decision made by a top management in industry or by a Library Board will be affected by the information gathered and presented by the staff concerned.

If management principles are not observed, the first two factors to occur will be a lack of concern for people and a lack of concern for production, or there may be a concern just for people or for production. Either way, an organization may become rigid and its service meaningless. University and public libraries are usually total organizations and they have a relationship to their environment which is one of looking outward, unlike the special library which is involved within its own environment. The larger libraries will have three major facets comprising the total organization, and these will be departments, groups and individuals. The total organization, which would be represented by top management, may not be observing the changes around itself and seeking to meet the challenge that these changes are producing, but at the same time a manager at a departmental level may not disregard the environment in the same way. This would obviously produce diverse movements within the organization and any schism such as this will not produce the best results. Management may feel there is a need for some change towards the community it serves but perhaps the decision has not been made formally and with a full understanding of its implications; and because it does not understand its implications it will not communicate the purpose that the change is intended to accomplish. This does not mean in any way that a library structure has to be run on a committee basis or that any management should try to put into operation arbitray thoughts of their middle management. Just as a supervisor has a responsibility for obtaining results and influencing people, so the management should be aware

of the results it could obtain from supervisors and be aware of the way it could influence its supervisors. What is needed in any decision is information, and as much as possible. Any change has to be planned according to the information received. The information must be communicated and the purpose communicated. If this is done in an efficient way, anyone committed to the organization should be able to see what is best for that organization. Most disagreements seem to come from entrenched personal objections, they come from the non-committed. If there are people such as this in, say, supervisory positions, then it would seem that a wrong decision has either been made in placing the person in that position, or that the management is at fault in the method or the substance of its communications.

Top management may endeavour to communicate with the society around itself but it may do it in such a way that only the top management is involved. This will give a strangely unbalanced effect when the people working at other levels are carrying out instructions without understanding their needs or purposes.

The oncoming computer technology, the increase in educational standards, the need for information in all fields of knowledge, are going to produce a need for managers at all levels to have a firm understanding of what the concern for people and the concern for production is about. This will mean that there is not the time to try things and "we will see if they work." Before an operation is applied, it will have to be known to work, for one of the sad things of the computerization of library techniques has been that in the preceding analysis, the librarian has quite often been shown not to know his profession. In the application of new techniques and new purposes, training is going to be of great importance. This is not the training in techniques which says "this card should go into that machine" that has been spoken about, but the training of the managers at all levels. With the new techniques that are available they will be given far more information about their materials and about their communities served. What to do with this new information, how to exploit the increased resources, how to interpret the feedback from their community - these are some of the questions that library schools and library organizations should be considering today.

What library organizations of today should be looking for in their younger librarians is this sense of leadership, this ability to influence people who work around them, a recognition of the library and its relationship and responsibilities to its immediate society, and this means society at all its levels, whether children or housewives, businessmen or technologists, students or academics or artists. Promotion on merit is the more likely way for people to develop their potentialities.

The consequences of paying by merit have, to some extent, been explained in an article by David Wilder in a recent Library Journal.[16] He suggests that the library director may be a business manager or administrator, rather than professional librarian, employing a systems analyst in a senior position and paying librarians according to their skills rather than by the number of people they supervise. He questions the policy of paying the most experienced and wisest clerical less than the

newest library school graduate. The implications of this article could be revolutionary to most public libraries, but in the sphere of special libraries it is likely to be less dramatic in its application. How often has a good clerk applied for a position in a library, only to be turned down because he or she already earns more than the salary scales allow? It is not because clerical staff in libraries is poorly paid that this occurs, it is because the salary structures quite often do not take account of experience and merit value.

Library managers will have no choice but to anticipate the future. The days when managements can operate from the pressure of yesterday's events in making their decisions are rapidly disappearing; they will have to make today's decisions to produce tomorrow's events. The future will have to be anticipated and long-range and short-range goals will have to be balanced.

In conclusion, it is my belief that librarians will specialize in management techniques and theories in the same way as they now do in rare books, technical services, children's work, information retrieval, and bibliography. This means that continued study is needed by taking part in courses and by serious reading and, even more, by the application of theories and techniques discussed in the literature. This application will have to be controlled, observed, tested, and final choices made with regard to local situations, house policies, or job characteristics. Obviously the processes of information transfer and retrieval are going to be different from those of the assembly line or the sales staff of a large firm. The library schools will probably have to encourage students towards this area and it may be possible, in co-operation with the Management Schools on campus, for courses to be taken. If this happens, then libraries are going to move forward to interesting and exciting goals. If librarians avoid this challenge - and although many have taken up the challenge of management, more like minds are needed for overall progress - then the opening will have been made for the professional manager. This is not to say that a successful library could not be managed by a professional manager, but it is librarians who understand libraries and their purposes better than anyone else and they should therefore train themselves to manage libraries for the good of society.

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# MANAGEMENT: A PERSONAL VIEWPOINT

Dr. T. MacCallum Walker

Since most, if not all, of you here are professional librarians I want to begin my remarks with some reference to what we mean by professionalism because I think that in doing so we will better be able to appreciate why we are so concerned with management. We all pay lip-service to the idea of librarianship being a profession. If we were asked to identify the characteristics that distinguish a profession from any other type of occupation we might come up with some of these: it is based on a body of special knowledge which it seeks to use effectively and which it seeks continually to refine and expand; it encourages higher academic standards for its members; it encourages the free interchange of new knowledge among its members; it requires intellectual training as distinct from mechanical skill; above all it recognises the responsibility to serve the public. When we think of real professions we think of medicine and the law as the ones we wish to emulate. Has it ever occurred to you that the numerous professions that surround us today are basically an updated version of the ancient crafts and the medieval guilds? Their primary function was to ensure that the oversight and development of a craft or trade was in the hands of master craftsmen, that the training of apprentices was under their control and that no one could practice the craft unless he were a member of the guild. In greater or lesser degree this is exactly the work of professional associations today: it is simply trade-unionism, which has its basis in plain self-interest (I am not questioning the need for protectionist organizations, but let us at least recognise them for what they are).

If there is one quality that marks off a true profession from a protectionist organization, it is that a profession recognises its responsibility to give service and to give it to the best of its ability. At the risk of being facetious, let us remember that what is universally regarded as the "world's oldest profession" had and still has its roots in the provision of a service to our fellow-men! Professionalism is an attitude of mind. Pious words, paper qualifications, and membership in professional organizations do not guarantee professional performance. We are judged by what we are and by what we do. The last twenty years have seen an ever-growing need for more professionalism in our society. It is evidenced by the increasing numbers of professional courses in our university graduate schools. This is a social phenomenon that appears to be closely related to our highly industrialised and urbanised milieu. The more affluent our society becomes the more services it expects to have performed for it - and the more it can afford to pay for those services to be performed.

When one becomes a member of a profession, one undertakes an honourable calling whose duty is to serve the interests of the public. Any dignity that a profession may have derives directly from the reputation of its practitioners for dedicating their learning and skill to the service of others rather than to personal profit. It is not for nothing that we use the term "professional pride". But our modern society has forced an element of change upon most of the professions. Where formerly the relationship between professional and client or patron was direct and personal and involved no third party, today many a professional is no

longer as completely independent as formerly. Increasingly he is a salaried officer of an organization or institution that, as part of the great society, retains his services for the benefit of its members or employees. In short, where formerly the professional was a free agent practising his skills in whatever manner he best saw fit, now he often has to employ his skills within the framework of the organization of which he is a salaried employee. He therefore has a dual responsibility: a responsibility to his client or patron but also a responsibility to his employing institution, which may be a government agency, a business concern, a university, a local or civic authority. As every one of us is aware, this is precisely our situation as librarians: we provide our professional know-how to our patrons or readers but each one of us is employed by an institution or local authority or major business concern. Immediately, this relationship brings us into involvement with a wider community or society with whose aims and objectives we must, to at least some extent, identify. More to the point, for our immediate purpose, we become part of an organized body that has an administrative structure of which each of us is but one component. Being part of any administrative structure, large or small, inevitably means that administrative demands are made upon us that increasingly divert us from our real professional function. Furthermore as our institutions themselves increase their involvement in society, as happens through sheer growth, the administrative demands become greater and more complicated so that, ultimately, the senior professional officer, be he librarian or doctor or professor becomes transmuted into full-time administrator. While, for a time, every professional regrets this step at first, I suspect that it is precisely such people who will in the long run do most to develop their profession by creating new means of providing professional services; <u>because</u> they have to work in complicated settings, they must, in order to survive, develop a sensitivity to more problems and greater variety in points of view.

You may well wonder when I am going to speak about the subject of this workshop, management, and what is the relevance of what I have just been saying about professionalism. Anyone who has studied the development of the professions as a whole and, in particular, the growth of librarianship, will be only too well aware that we have never been quite sure that we really are a profession and have tended to assume that if we keep on telling ourselves and others that we are professionals, they will believe us. (Incidentally, outsiders are not so sure either. As recently as 1965, the only significant study of the professions in America did not include librarians although we did rate a short index-entry, which is more than we did in Carr-Saunders and Wilson's classic study of the professions in 1933).

We have been so concerned to create a "science" of librarianship in the past twenty years just because we live in a period of scientific and technological development, that we have lost sight of our true objectives as a profession. We have been so unsure of the truly professional quality of our work that we try to be "with it" by importing into librarianship the jargon and practices of other disciplines or activities in an effort to demonstrate just how "professional" we really are. Automation and management are two such areas. In the past four-five years every librarian has decided that automation is the goal to head for; having realised that automation is not a simply-applied panacea for all our ills, some have hit on management as an efficient-sounding alternative.

Now, please, do not misunderstand me. I am not "knocking" either automation or management; to do so would be ridiculous. In the ever more complex organizations that our libraries are daily becoming, we require both and indeed we require to learn as much as we can of other means of improving the efficiency of our services. All I am saying is that, in discussing automation or - as today - management, we must keep our sense of proportion and realize that it, management, is a means to an end, not end itself. The end is and must always remain good reader service.

With these observations out of the road, what do we really mean by management? Managing is the work which the manager (or librarian) does as he seeks to get results through other people. Managing is done at any organizational level where one person must guide and direct the activities of others. The chief librarian manages the library system. The head of a functional activity such as e.g. cataloguing, acquisitions, reader service, manages that activity. The leader of a group working on a specific project manages the group. The people at the top of an organization manage a larger area and usually have greater responsibilities than the managers further down the line and they devote more of their time to the work of managing. But everyone who seeks to get results through other people must use the basic elements of managing. Management is essentially a matter of human affairs and this fact must dominate all considerations.

There is an assumption that by attending seminars or workshops given by management consultants we can quickly turn ourselves into competent managers. There are so-called consultants who profess to teach management, but, as any experienced administrator knows, the simple fact is that you can not teach management. You can define the basic principles of management and there are numerous textbooks that already do this with more or less adequacy and which you can study at leisure without attending a workshop. Depending upon which textbook you read, you learn that there are as few as four and as many as eleven basic principles of management; however, there is a consensus that five of these are fundamental: planning, organizing, staffing, directing and controlling. Have you ever stopped to consider that these principles formed the basis of your organization and administration courses at library school? In short, we have already had a training in management principles yet here we are in this room seeking in seven or eight hours to learn from another form of activity that is neither more nor less professional than ourselves, how to do our own job.

Believe me, I am not being as scornful as may appear at first sight. All I am trying to establish is a sense of perspective. Having done so I am the first to admit that as librarians we do have some things to learn from business or corporate management, which, after all, is the one kind of management we tend to want to simulate. I spoke earlier of our professional descent from the medieval guilds. Their primary concern was self-interest: regulation of the numbers of persons who could practice a given craft in a given area; in other words, quantity control. The modern business also is based on self-interest: its motivation is profit. Quantity control is undoubtedly an important element in the ultimate aim of profit-making. But in an age of competition, if profits are to be maintained, let alone increased, a business must continually improve the quality of its goods as well as their quantity. In other words quality

control is likely to be as significant a determining factor as quantity control in business management. Is it not perhaps the case that, because libraries are, or should be, service-oriented rather than profit-oriented, they have lacked the motivation to improve their services?

At the beginning of this paper I referred to our affluent society's need for more professionalism in all fields of endeavour and said that this was a reflection of a change in society itself. It has been said that the most important present and future fact is change itself. The big question is man's capacity to adjust to and live with change. Psychologically, we tend to resist change. We need to learn to accept change as a natural force for growth and progress. The challenge facing the managers of today and tomorrow is to learn to understand and manage change - to master or control the negative or destructive forces and to grasp the opportunities for constructive growth and accomplishment. We have become accustomed to scientific and technological change and the use of new types of knowledge. But we still have much to learn if we are to deal effectively with the economic, political and social changes resulting from technological progress and from other causes such as population growth, increase in the life span, changing educational attitudes and motivations of people. Whatever improvements we as librarians seek to make in order to make our library services more relevant to changing social conditions, we still have the same means through which to achieve them: staff, people, human beings. The mechanics of our job, of library administration and management, may change but basic human qualities remain constant and it is these that we have to take into account as we seek to adapt our services to social needs.

I do not profess to stand here and tell you how to manage libraries. There are plenty laymen who will tell you how! All I can hope to do is to tell you what I have learned about managing libraries. It has been my fortune - whether good or bad - to have spent only about three years in junior positions and to have spent almost twenty years in deputy or chief positions in quite small and also in very large libraries. I do not pretend to know all the answers (that privilege is reserved for very junior librarians!) nor do I profess to be a good manager (only those who work with me can assess that) but I have certainly built up a sort of philosophy of library administration that somehow seems to have worked. What I want to talk about is not the mechanics of management so much as the qualities and attitudes that I believe are called for in good management. I am assuming that the would-be manager in librarianship knows his professional job. He can never manage anything until he knows what he is managing. It seems to be almost inevitable that the newest junior librarian, in his anxiety to please and to show his capabilities, proposes changes in the existing situation in his department or area. This is fine and to be encouraged, because often, juniors (even non-professional juniors) see things that we are blind to. But it is a sign of maturity that one first of all takes the time to get the full measure of the situation before proposing changes. So, assuming that we have the technical know-how for our job, what qualities do we require in order to provide management in that area?

First of all, integrity. When you joined your library system you were glad to get your job. Almost certainly, the system had been functioning quite some time before you were appointed. You would not have applied

for a position with that system unless you regarded it as having a degree of quality such as you would wish to be associated with. That system was the product of the professional philosophy of its chief librarian who had a good many more years experience than you and who at that time was sufficiently enlightened and advanced in his outlook that he took you on. As you work yourself into the system you will, of course, see things that you do not like or that do not fit with your outlook. You have two alternatives: you attempt to persuade your seniors that your viewpoint or alternative solution is superior (which it may be); or you get out to a system that you find more congenial. This is integrity: what Polonius meant in advising Laertes in "Hamlet": "this above all things, to thine own self be true". You determine what the actual situation is, you determine what your own standpoint or philosophy is; you determine what is important and what is unimportant in the two positions and thus, how far you are prepared to compromise. If management is an art as some claim, I would define it as the art of achieving compromise between legitimate viewpoints. Now some people just do not like compromises: it is all or nothing for them. But the person who adopts that attitude shows a rigidity and inflexibility of outlook that makes it impossible for him to be a manager at any level.

As you will see I have already implied an extra quality required of a manager: flexibility of outlook. But let us be quite clear: flexibility of outlook alone will never make a manager; he then may become so flexible that he adjusts to every viewpoint and becomes like a cork bobbing around on the ocean. What I am saying is that flexibility is a quality that must be exercised, but within the limitations of personal conviction, being true to oneself. Thus the chief librarian must understand how his employing organization works and what its overall aims are so that he can mould his system to its needs; the department head must understand what goals his chief has set so that he can manage the activities of his department towards achievement of those goals.

Management implies responsibility. Anyone who is in a position or who seeks a position in which he can fulfil his professional function by directing the efforts of others has or will have responsibility. Anyone can be given authority to make decisions and to give the instructions to have these decisions implemented. In the world of politics we see this happening every day and at every level from minor civil servant to cabinet minister. Probably most people enjoy exercising authority. What most such people do not enjoy is shouldering responsibility if, through faulty judgment, their decisions happen to be wrong or at variance with the interests of their superiors.

Willingness to accept responsibility as well as the authority to exercise it both stem from another necessary quality in management, namely, self-confidence. This is a quality far less easy to define. Self-confidence can readily imply conceit, vanity, over-assurance, pretentiousness or downright egotism. Yet no one can be an effective manager unless he has a measure of self-assurance, the confidence that comes from genuine knowledge of the basic principles with which he is dealing, together with genuine knowledge of himself. Many a man knows the basic principles of his job but fails as a manager because he can not or will not face up to the weaknesses in his personal character. Everyone of us and every manager or

would-be manager has a human weakness or Achilles Heel in his make-up; what it is is not important; what is important is that he knows that he has it and knows how to overcome it. That is the kind of self-confidence that a manager needs to have.

A moment ago I referred to faulty judgment with regard to responsibility. Judgment is the intellectual exercise of assembling information on all aspects of a question or policy, establishing what alternatives are open for its solution or implementation, comparing these with certain known factors (e.g. objectives), determining the consequences, immediate and long-term of particular courses of action and, finally, deciding to follow one course rather than another. Judgment is not a coin-tossing operation; it is a mental process of the highest intellectual order for, basically, it is a matter of balancing the unknown (the decision for future action) with the known (the status quo). Every time a decision has to be made by anyone in a managerial position at any level, it calls for the exercise of judgment. Like every other quality, the exercise of judgment needs constant practice to ensure proficiency.

Judgment, however, often is tempered by another quality which is capable of being learned or acquired: vision or imagination. In modern managerial terminology this is known as conceptual skill. This is simply the ability to develop and understand concepts or systems of ideas or organized ways of thinking about the structure, function and relationship of things, as well as the ability to apply them. It is perhaps better referred to as perspective, the ability to see the whole and the parts of a system in proportion and in relationship. This is often the hardest part of the job for any manager: the head of a library department tends to see his or her area of activity as the only one that matters (this manifests itself in either myopia or empire-building); even a chief librarian may see his library as the only part of the institutional system that is of consequence and lose sight of the overall objectives. When I spoke earlier of seeing management as a means rather than an end in librarianship, this is the kind of perspective or vision I had in mind. Of course, there is that other vision that enables the top manager to look out beyond the confines of the immediate to see what objectives are possible beyond those that provide the current goals. At that point, your manager or librarian becomes a true visionary or idealist which is why, as I said at the beginning, it is just that sort of top administrator who may best be in a position to develop his profession because he has acquired the necessary conceptual skills and sensitvity to a greater variety of professional problems.

We have been looking at some of the personal qualities of the successful manager or librarian. But, of course, these qualities could be meaningless if we forget that management is the achievement of results through the efforts of others - other people. As soon as any person in a senior or controlling position forgets that he is dealing with people, he has ceased to be an effective manager. He has two lots of people to deal with - the customers (in our case the readers) whom it is his duty to serve; and the staff through whom he gives that service. While I have no doubt in my own mind that it is the duty of the library to put the reader first (if we did not have readers, there would be no point in library service), I have equally no doubt that it is the librarian's duty to place his staff in the

first place in his mind. Some of you will immediately regard this as heresy of the first order and decide that I must be mad to say such a thing, at least publicly. But those of you who know that I am mad, know also that I am sincere in my view. I did not undertake to teach you management, all I undertook was to pass on to you some of the thoughts that experience has put into my mind and whose practice I have found to be not ineffective.

To me, personnel administration is the single most important facet of management. Accordingly, in my view, human understanding is the most indispensable quality required in a manager. The larger the staff, the greater the problem but even if you are concerned with guiding the work of only two or three people, these are two or three people whose lives are being affected by you for one-third of every 24 hours, five days a week. If you stop to think of it, that is a tremendous responsibility, and you must stop to think of it. The staff member who does not know where she is going, who does not understand why she is doing her particular job, who feels she is put upon, who feels that her abilities are not being recognized, who sees how the work of her area could be improved but lacks the courage to put forward her suggestions, that staff member is not and can not be an effective member of the staff while she feels that way. It may be said that most of these points could be met by improved communications and not doubt many could.

But there is another aspect of personnel administration that troubles me greatly and which I think may loom increasingly in the minds of those who have to manage staff in the future. I refer to the kind of personnel and personal problems that increasingly affect the work of even our most junior staff members. If any one thing has struck me over the years, it is that the pressures on those who happen to be our staff are vastly greater than when I was young. Changes in society and social attitudes are taking place sooner than many young people can adapt to them (and by the way I am not implying that our younger staff are the only ones who have problems or who feel these social pressures - there are many new problems of middle age as well). I am constantly being astonished at just how enormous are the pressures that many members of our staff have to endure. Where in the past the chief causes of disinterest in work were strictly temporary - boy-friend problems or a family tiff - nowadays a chief librarian can run the whole gamut of the social and moral problems of our society. When I think of some of the principal categories of personal problems that have affected members of my own staff in the past year I think of adultery, alcoholism, broken homes, criminal assault, divorce, drugs, illegitimate children, petty theft, and even suicide. Or I think of the young married girl trying to maintain a good home life but who has had to assume responsibility for a younger brother with a criminal record: or of the 20-year-old youngster who is the sole support of an invalid mother and two school-age brothers. Now it is the easiest thing in the world to say that, after all, their private lives should not be allowed to interfere with their jobs. But remember, we are dealing with people, with human beings, and just because they are human, they cannot measure up to textbook ideals all of the time. The point that matters is that the person who is in some personal way disturbed is, by that very fact, not on top of her job. To the extent that she is not on top of her job, she is failing to contribute to the standard of service expected of her by you and - more important - by the reader. I am

not talking about the odd off-day; I am referring to the person whose work is inadequate on a continuing basis for a significant period of time. Those who have read some of the textbooks and who believe that successful management means aggressive, efficient, (often synonymous with ruthless) management may say that the answer is to get rid of her. But remember, someone thought she was good enough to be taken on. If she is no longer adequate, is it her fault - or is there some mitigating circumstance? Will a little human understanding and maybe some old-fashioned compassion go some way towards helping her to re-establish herself? I have dealt with this aspect of staff management at some length because I believe most sincerely that, even in these days of social counsellors, the librarian-manager still has a role to play in ensuring that his organization, while being efficient, must also be human.

I have enumerated some of the qualities that I believe are essential to the good manager: integrity, flexibility, responsibility, self-confidence, judgment, vision and human understanding. The person who possesses all of these qualities inevitably has, as a consequence, the one quality that is paramount for good management: leadership. The world is full of leaders: political leaders, racial leaders, military leaders, student leaders, leaders of lost causes. There is no monopoly of that quality. It is the qualities of character that are so often lacking and which thus make them poor leaders in their field. Leadership is meaningless if it merely makes people go round and round a circle. What all of this boils down to is that the development of a manager is essentially the development of the whole person. The quality of management performance can not be separated from the quality of the people who are managers.

When I was first asked to participate in this workshop I was given certain points of reference. I was also asked, however, to feel free to treat the subject of management in any way I wished. While I think I could plead that I have kept to the letter of the assignment by reference to one of the points (the concern for people) I suspect that the scope of my observations may have exceeded the spirit intended. But I do not apologise. I am persuaded that management cannot be taught formally. I have tried myself to give a course in university library administration at library school and have frequently discussed such courses with the heads of library schools; it seems clear that this is just not teachable in a classroom environment. The case-book method is probably the most useful approach but this implies possession of the conceptual skill to which I referred earlier so as to be able to relate the cases to actual situations. It also implies possession of at least some body of experience such as no library school graduate can hope to possess at so early a stage. Experience in managing comes only through doing. One learns best from one's mistakes. It is a fortunate librarian who has - as I once had - a chief who knew when to guide me to prevent my making mistakes and when to allow me to make the mistakes so that I would learn the hard way. It can be a frightening thing to be on one's own for the first time and to realise that you have to make an administrative decision with only your own judgment to fall back on. But no young librarian ever need be on his or her own. At worst there is always a telephone and there must be some older more experienced librarian within dialing distance. Do not let false pride prevent you asking an older librarian for an opinion. The older librarian had his problems too at one time. But do not forget: even the experienced librarian or manager

probably does not know all the answers. The manager who ceases to learn, ceases to be an effective manager. But if the librarian you turn to may not know the exact answer to your particular problem, he will presumably have developed his conceptual skills or perspective to such a level that he can see the relationships and inter-relationships involved and can draw on analogous situations on which to base his judgment and, thus, his advice.

If there is any one managerial function that any experienced librarian has a duty to assume it is the "in-training" of future managerial staff. Bigger libraries usually have regular meetings of heads of departments or managers. Overtly, the purpose is to discuss departmental problems with the chief. But that is really the lesser purpose. The real purpose is to enable colleagues in other departments to realise that others have problems that are just as important to them as the ones that you are working on; and to show that maybe a solution that you have found successful in your work may perhaps help your colleagues too. Such meetings may seem to be merely discussion sessions. But, if properly conducted, they provide a form of in-training for management. You learn to develop perspective, you learn unwittingly to develop judgment; perhaps above all, you learn to appreciate your colleagues. In short you learn to develop the qualities or skills of management that are capable of development - the ones that come with maturity (and remember maturing does not imply seniority or old age - maturing is a continuous process). You can develop the qualities of flexibility, a sense of responsibility, self-confidence, judgment and vision. You can, and do, develop a skill in one of the most valuable of all management qualities: human understanding. What you can not develop is the one quality that I place first on my list and which is the hall-mark of the true manager or librarian, the quality that is peculiar to the truly great leaders, the most personal one of all: integrity.

> This above all: to thine own self be true
> And it must follow, as the night the day,
> Thou can'st not then be false to any man.

Those of you who feel that I am ending on an overly philosophical note that may not seem entirely relevant or appropriate to a seminar on management in libraries, should perhaps recall that Shakespeare obviously had librarians and the management of libraries very much in mind when he used those very words; for, of course, the immediately preceding three lines are

> Neither a borrower nor a lender be;
> For loan oft loses both itself and friend,
> And borrowing dulls the edge of husbandry.

I said at the beginning of this talk that there is an increasing need for more professionalism in modern society. This we often interpret to mean greater efficiency, greater expertise. I also said that the greatest challenge facing the manager of today is that of change itself. Every idealist wants to change the world, at least in some aspect of its activities. Every professional wants to help produce an ever more efficient service. Every idealist professional - and aren't we all? - looks to the day when we can give superb, efficient library service, the kind of service

that we can be proud of. But do not let us forget that that service has to be given by people, through people, for people. In our search for efficiency do not let us lose sight of the human being. Everything nowadays has to be personalised. Why so much emphasis on this pseudo-personalism? Quite simply because, increasingly, people feel that they are now mere cogs in the machine of society - even the personalising of things has become impersonal. That's where the professional must come in and play a special role: by all means let us adapt our services to changing conditions; by all means let us manage our libraries to meet the changing needs of society. But by all means let us also remember that our management is with, through and for humans.

# BIOGRAPHIES OF SPEAKERS

Aylmer E. Gloer

Mr. Gloer is a native of Alberta. After his high school training, he took up farming as a vocation and later turned to teaching as a part time vocation as well. The farming was eventually dropped because of a desire to pursue further education along with a teaching career. Thirteen years were spent in teaching in all. Upon completion of his degree in Librarianship, Mr. Gloer accepted a position as Head Librarian at the Southern Alberta Institute of Technology in August 1966, the position which he now holds. Mr. Gloer has a Bachelor of Arts degree with a History Major from Cascade College in Portland, Oregon, and a Master of Librarianship from the University of Washington in Seattle, Washington.

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William R. Bale

Mr. Bale graduated from the School of Librarianship, Loughborough, England, and has held positions in the City of Leicester Municipal Library, the Essex County Libraries and the Borough of Dagenham. Since coming to Alberta in the '50's he has been Librarian of Lethbridge Public Library and Medicine Hat Junior College Library. Since 1966 he has directed the operations of Parkland, Alberta's first regional library system.

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Gertrude C. Pomahac

Mrs. Pomahac is also a native Albertan. She received her undergraduate education at the University of Alberta, obtaining her B.A. with Distinction in 1967. She attended the School of Librarianship at the University of Washington from 1967-1968, and upon graduation, accepted the position of Librarian and Administrative Assistant for the new School of Library Science at the University of Alberta.

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Peter J. Bassnett

Mr. Bassnett went from a position as Editorial Assistant for the Times Literary Supplement into studies at the North Western Polytechnic School of Librarianship. He was accepted as an Associate of the Library Association in 1964. He has worked as Library Assistant for the City of Westminster Public Library, became Deputy Technical Librarian of the Cement and Concrete Association (London) from 1961-1964, and Librarian-in-charge of Hornsey Central Library, London Borough of Haringey, from 1964-1966. Since 1966 Mr. Bassnett has been with the Calgary Public Library, becoming first Head of Reference and in 1968, Head of the Business, Science, and Technology Department. From 1968-1969 he served as President of the Library Association of Alberta.

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T. MacCallum Walker

Dr. Walker received his M.A. from Glasgow University and his Ph.D. from Queen's University, Belfast. He has held high administrative positions with the Lanarkshire County Libraries, Magee University College, Londonderry, and Glasgow University Libraries. He has been Libraries Advisor for the National Trust in Northern Ireland; and has lectured at the Scottish School of Librarianship. Since 1964 Dr. Walker has been Chief Librarian at the University of Calgary.

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